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ABSTRACT

Data on the undergraduate and subsequent life experiences of the 1967 and 1977 graduating classes of 48 women's colleges were studied. For the nearly 5,000 graduates, attention was directed to: undergraduate fields of concentration and extracurricular activity, graduate study, work status, family status, and current involvement in the community. The attitudes of these women toward their college experience and toward a number of issues related to the position of women in society were also explored. It was found that the women's college graduate in the study was typically a liberal arts major who is currently employed full-time and currently married. She is involved in at least one civic, professional, or service organization, and maintains a connection with her college. If she had it to do over again, she would attend her same college. Additional findings include: nearly three-quarters of the respondents are in the work force; roughly half of the alumnae who work full-time earn more than $25,000 and one-fifth earn more than $35,000; almost half who work hold traditionally male-dominated jobs, such as lawyer, physician, or manager; and nearly half have earned advanced degrees, and 81 percent have continued their education beyond college. The colleges that participated in the study are listed. (SW).

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WOMEN'S COLLEGE COALITION

Suite 1003 1725 K Street, N.W. Washington, D.C. 20006 (202) 466-5430

PREFACE

Women's colleges are often cited — in both scholarly and popular literature — as institutions that have produced an unusually high proportion of women achievers and leaders.

This link between women's colleges and high rates of productivity tends to show itself in inquiries that involve a great variety of definitions of achievement: from women members of Congress, to women with PhD degrees in the sciences, to women listed in **"Who's Who"** directories. All of these studies are important to our understanding of women's colleges and women's paths to achievement. But work of this nature — because it focuses on only a very few women relative to the total population of graduates, and because it generally deals with women at the peaks of their careers — leaves some significant gaps in the women's college story.

This new study by the Women's College Coalition, **'67/'77: A Profile of Recent Women's College Graduates,** aims to respond to the gaps by developing a rich supply of descriptive data on the undergraduate and subsequent life experiences of two fairly recent graduating classes — 1967, whose members are now in their late 30's, and 1977, whose members are in their late 20's.

The study looks at undergraduate fields of concentration, undergraduate extra-curricular activity, graduate study, work status, family status, and current involvement in the community. It also explores the attitudes of these women toward their college experience, and toward a number of issues related to the position of women in society.

A clear profile emerges from the data, different but not dissimilar for the two classes. The women's college graduate in the study is, most typically, a liberal arts major who is currently employed full-time and currently married. Her salary is most probably in the $20,000 to $30,000 range, and she feels she has achieved recognition in her work. She is involved in at least one civic, professional or service organization, and maintains a connection with her college. She fully believes men and women should have exactly the same job opportunities. If she had it to do over again, she would attend her same college.

Another interesting element of this study is the perspective it provides on the women's college itself.

First, the evidence suggests that women's colleges responded with alacrity to the rapid acceleration of women's expectations and aspirations that took place between the late 60's and the late 70's. Graduates of '67 rated their colleges highly on a

number of key indicators, such as how their colleges fostered self-confidence and encouraged high career aspirations among students. Graduates of '77 — presumably arriving ten years later with considerably heightened expectations of what their colleges should do for them as women — rated them even more highly.

Another interesting glimpse of the women's college environment suggested by the study relates to its capacity to encourage a high degree of student involvement. The recent study by the National Institute of Education, **Involvement In Learning: Realizing the Potential of American Higher Education,** has focused considerable attention on the importance of engaging students in the undergraduate experience, in an active way and in a way that includes both curricular and extra-curricular activities. This capacity to involve or engage students, NIE researchers alleged, is one of the three "conditions of excellence" in higher education.

The Coalition's "**A Study of the Learning Environment at Women's Colleges**" found a high degree of faculty-student involvement in the academic aspect of women's college life. The **'67/'77 Report** shows how well the women's colleges foster student engagement beyond the classroom. Nearly 90% of the respondents in the two classes were involved in at least one undergraduate activity; more than 40% were defined by the researchers as "actively involved" students; and more than 40% held student leadership positions.

It is our hope, in these areas and others, that the **'67/'77 Report** will be a valuable contribution to the literature on women's colleges and to the broader body of literature on college "outcomes" as well.

In conclusion, I want to express the thanks of the Women's College Coalition to the alumnae offices of the participating colleges which distributed the questionnaires, and especially to Dr. Martha Church, President of Hood College, for gracious arrangements to use the Hood College computer facilities, and to Dr. Kerry Strand, of the Hood College Department of Sociology, who assisted the staff of the Women's College Coalition in designing and completing the study.

Dr. Patti McGill Peterson
President, Wells College
Chair, Women's College Coalition

February 1985

INTRODUCTION

In the past five years, the Women's College Coalition has collected and published a significant amount of data on women's colleges.

Two editions of **A Profile of Women's Colleges** (1979 and 1981), charted the significant enrollment gains for these colleges in the 1970's; compared the career and educational aspirations of women college students to those of their counterparts at co-educational institutions; examined the high representation of women among faculty in all disciplines; and presented the financial stability of women's colleges and the high giving rates of their graduates.

A subsequent publication, **A Study of the Learning Environment at Women's Colleges** (1981), sought to describe the distinctive environment of the single-sex college for women. The study probed perceptions of the mission of women's colleges, as described by women's college faculty and presidents. It looked at the institutional reward system, and at faculty attitudes toward teaching, toward interaction with students, and toward the kind of curricular change designed to bring about full recognition of women in the academic process and the intellectual life of the college. Additionally, it documented the presence of women throughout the college.

Neither the **Profiles** nor the **Learning Environment** study, however, attempted to deal even descriptively with "outcomes" — with the connections, if any, between the women's college experience and the subsequent life experience of the graduates. Some notable work by researcher M. Elizabeth Tidball has been done in this area, in a series of studies on career and advanced degree patterns of women's college graduates. And Alexander Astin, in **Four Critical Years**, provides a reading of the impact of the women's college experience on graduates. These studies have made significant contributions to our understanding of the positive effect of attending a women's college, but neither Astin nor Tidball provided — nor did they intend to provide — an across-the-board portrait of the graduates of women's colleges.

In launching **'67/'77: A Profile of Women's Colleges Graduates**, the Women's College Coalition sought to provide just such a description. Our particular focus was on graduates of the last five to fifteen years. Who are these alumnae? How many are working, and in what types of jobs? What kinds of salaries are they earning? How, if at all, does their undergraduate experience relate to their current salaries? Are they married and raising children? Are they active in their communities, and politically involved?

Beyond this demographic data, the Coalition was interested in how the graduates from the two classes rated their college experience: Would they go to a women's college again? Would they encourage their daughters to consider applying to one? How did they assess the capacity of their colleges to develop self-confidence and encourage high career aspirations when they were there? And finally, the Coalition sought information on the graduates' views on a number of broad issues related to the position of women in today's society. Do the graduates believe that women are discriminated against in the workforce? Should the wife as well as the husband have the duty to help earn a living for a family? Do these graduates consider themselves feminists?

Thus, this study surveys recent women's college graduates, from the classes of 1967 and 1977. Nearly 5,000 graduates — at approximately ages 28 and 38 — from 48 colleges participated in this study. Roughly half were from each class.

The selection of these two classes provides a wealth of information about women who, although only ten years apart, have had very different educational and post-graduate experiences. The class of '67 graduated before the contemporary phase of the women's movement took place, before Title IX was in effect, before men's colleges — from Yale to Notre Dame to Claremont Men's — admitted women, and before the concept of women's studies was significantly developed. Now about to enter their 40's, these women have most of their choices about careers and family behind them.

The younger class, by contrast, entered college in 1973. They never experienced higher education without Title IX and women's studies. They were at their colleges in a time when feminist and educational leaders — inside and outside women's colleges — were asking hard questions about the viability of single-sex colleges. When these young women graduated in 1977, many of the career barriers for women had already been broken. Today, as they enter their 30's, these women are pursuing careers, completing advanced degrees, beginning to start families — and in the midst of balancing their options and commitments.

This study, then, really provides three portraits — of recent women's college graduates, of two "generations" of women's college graduates, and of two "generations" of young American women. The similarities and differences in careers and life patterns, in attitudes toward their colleges, and in perspectives on women's issues reflect both changes and continuity on the women's college campus and in the larger society of which they are a part.

Our study makes no attempt to draw comparisons between the graduates of women's colleges and other institutions — and thus offers its portraits in the hope that other researchers may draw the companion pieces for other sectors of higher education.

Ann Pauley
Associate Director

Marcia K. Sharp
Executive Director

Women's College Coalition

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HIGHLIGHTS OF THE STUDY

- Nearly three-quarters of the women's college graduates are in the work force.

- Roughly half of the alumnae who work full-time earn a salary of more than $25,000 and one-fifth earn more than $35,000.

- Almost half of the graduates who work hold traditionally male-dominated jobs, such as lawyer, physician or manager.

- More than three-quarters of the alumnae surveyed are or have been married, and half have children.

- Nearly half of the graduates have earned advanced degrees, and 81% have continued their education beyond college.

- Almost 90% of the alumnae have participated in at least one civic or professional organization since college.

- 44% of the alumnae held one or more student leadership positions when they were in college.

- More than three-quarters of the graduates have in some way continued their involvement with their colleges.

- 71% of the alumnae would be inclined to attend the same college if they were to go to college all over again, and more than two-thirds would be inclined to go to a women's college again.

- 90% of the respondents stated that their colleges were successful in fostering and developing self-confidence in women students.

WOMEN'S COLLEGE GRADUATES - A DEMOGRAPHIC PROFILE

EDUCATION

Undergraduate Degree

- The majority of the classes of '67 and '77 (78.7%) received their undergraduate degrees in the liberal arts. The most frequent majors in both classes were in the humanities.
- There was a slight increase in students majoring in professional fields while enrollment in the sciences and social sciences remained steady. Enrollment in the humanities dropped over the ten-year period.

Table I
UNDERGRADUATE DEGREE
OF WOMEN'S COLLEGE GRADUATES
BY CLASS

Undergraduate Degree	Total	'67	'77
Humanities	40.6	45.7	35.2
Sciences	12.9	12.8	13.1
Social Sciences	25.2	24.0	26.5
Professional Fields	21.3	17.6	25.3
	100.0	100.1*	100.1

* Not all columns in this report will total 100.0 as a result of rounding to the nearest tenth.

Advanced Education and Graduate Degree

- 53.3% of the alumnae surveyed enrolled in at least one degree program beyond college, and of those, three quarters enrolled in a masters program.
- Another 27.7% have taken credit or non-credit courses since they graduated. A total of 81.0% of the graduates have in some way continued their education beyond college.

- Nearly half of the entire sample (43.3%) earned a degree beyond college.
- Nearly one-fifth of the graduates (18.5%) have earned a professional advanced degree, including MBAs, MD's and law degrees.
- Comparing the two classes, the percentage of women who earned MBA's, medical degrees and law degrees doubled or nearly doubled between 1967 and 1977.

Table II

SELECTED ADVANCED DEGREES OF WOMEN'S COLLEGE GRADUATES BY CLASS

Degree	Total	'67	'77
All Advanced Degrees	43.3%	48.1%	38.2%
Master's	32.6	38.7	26.2
MBA	3.8	2.2	5.6
JD/LLB	4.9	3.5	5.6
MD/DDS	2.2	1.5	2.8
PhD	4.7	7.1	2.1

CAREER

Work Status

- More than three-quarters of the alumnae (77.5%) are in the paid work force, and six out of ten (59.3%) work full-time.
- The class of '77 is more likely to work for pay and significantly more likely to work full-time than the class of '67.
- Given a choice, nearly three-quarters of the alumnae would prefer to work for pay. This was even more true for those who currently work. Overall, part-time work was preferred two to one over full-time work.
- The two classes were equally likely to prefer to work for pay.

Table III
EMPLOYMENT STATUS
OF WOMEN'S COLLEGE GRADUATES
BY CLASS

	Total	'67	'77
Working for Pay	77.5%	72.7%	82.3%
Full-time	59.3	49.2	69.7
Part-time	18.2	23.5	12.6
Full-Time Homemaker	16.7	21.7	11.4
Seeking Employment/ Other	5.8	5.5	6.3
	100.0	99.9	100.0

Table IV

PREFERRED EMPLOYMENT STATUS OF WOMEN'S COLLEGE GRADUATES
BY CLASS AND CURRENT EMPLOYMENT STATUS

Preferred Employment Status	Total	'67	'77	Currently Working for Pay	Not Currently Working for Pay
Work for Pay	72.6%	71.4%	73.8%	81.1%	49.0%
Full-time	24.2	21.2	27.2	29.0	9.4
Part-time	48.5	50.2	46.6	52.1	39.6
Care for Family	14.3	14.1	14.8	8.1	36.6
Volunteer/Other	13.1	14.5	11.4	10.8	14.4
	100.0	100.0	100.0	100.0	100.0

Occupation

- 43.1% of the currently employed graduates hold traditionally male-dominated jobs, such as lawyer, physician, manager, and computer specialist.
- One-quarter of all employed graduates (25.8%) are in managerial positions.
- While more than one-quarter of the alumnae (29.0%) are in health and education professions, more than one-third of these women are in traditionally male-dominated positions (doctor, health or education administrator, and professor).
- Comparing the two classes, the percentage of women who are doctors more than doubled, and those who are lawyers and accountants/financial managers nearly doubled.

Table V

OCCUPATIONS OF EMPLOYED WOMEN'S COLLEGE GRADUATES BY CLASS

	Total	'67	'77
Accountants, Financial Managers Bank Officers	5.2%	3.9%	6.5%
Clerical, Secretarial Positions	7.2	6.6	7.8
Computer Specialists	3.1	3.0	3.2
Health, Education Administrators	3.0	4.0	2.1
Human Service Professionals	6.0	6.5	5.5
Lawyers, Judges	5.4	3.8	6.9
Librarians, Archivists, Curators	2.0	2.4	3.0
Managers (Not Otherwise Categorized)	13.8	14.1	13.9
Managers (Traditionally Female Positions)	3.8	3.2	4.3
Non-Retail Salespeople (Stocks and Bonds, Industrial, etc.)	4.2	3.3	5.1
Nurses, Related Health Professionals	4.5	2.5	6.4
Physicians, Dentists	2.7	1.8	3.6
Professors	4.3	6.8	2.0
Researchers (Not Otherwise Categorized)	2.2	1.6	2.8
Scientists (Physical, Biological)	1.4	1.5	1.3
Teachers	14.8	18.8	11.1
Writers, Artists, Editors	7.2	7.7	6.8
Other/No Response	9.4	8.7	10.1
	100.2	100.2	101.5

Salary

- Roughly half of the alumnae working full-time earn a salary of more than $25,000, and one-fifth earn more than $35,000 a year.
- More than half the working women in the class of '67 are earning more than $25,000. For women in the class of '77, who have had fewer years in the work force, close to 40.0% are in that salary range.
- 19.5% of the class of '67 earn $40,000 or more.
- The highest paid graduates tend to have undergraduate degrees in the sciences and social sciences.

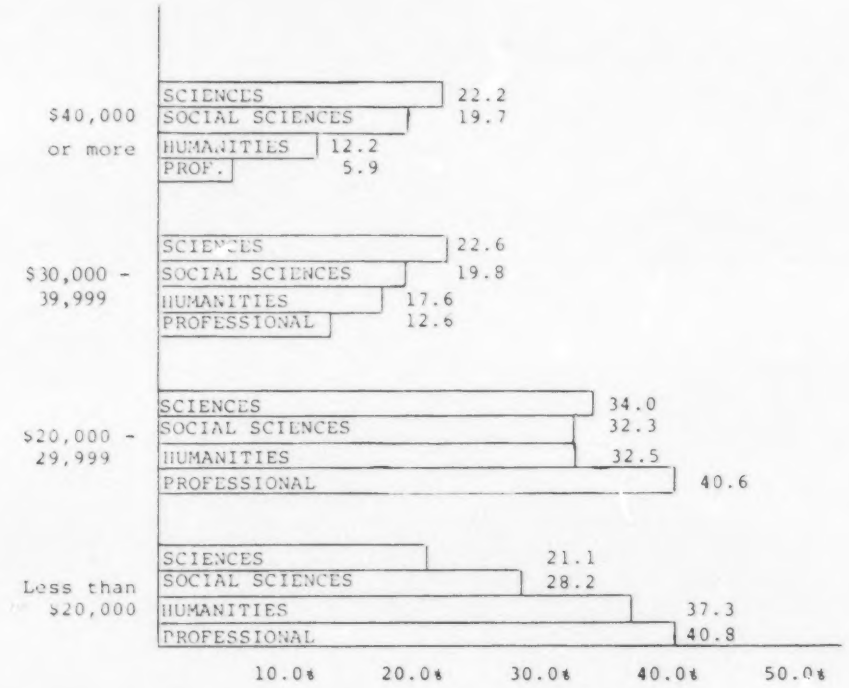
Table VI

SALARIES OF FULL-TIME EMPLOYED GRADUATES BY CLASS

Salary Range	Total	'67	'77
Less than $15,000	13.9%	12.3%	15.1%
$15,000-$19,999	20.0	14.6	23.9
$20,000-$24,999	19.9	16.9	22.1
$25,000-$29,999	14.5	16.2	13.2
$30,000-$34,999	10.6	11.6	9.8
$35,000-$39,999	7.3	8.9	6.0
$40,000 and more	13.9	19.5	9.8
	100.1	100.0	99.9

Table VII

SALARIES OF FULL-TIME EMPLOYED WOMEN'S COLLEGE GRADUATES BY UNDERGRADUATE DEGREE



Note: Each bar indicates the proportion of graduates in the major field whose salaries fall within the indicated range.

Career Recognition

- Nearly two-thirds of all alumnae currently employed (61.6%) believe that they have achieved recognition in their chosen careers.
- The two classes are equally likely to believe they have achieved recognition, but full-time workers are much more likely to believe they have achieved recognition than part-time workers.
- Among those alumnae who believe they have not yet achieved recognition in their chosen career, more than half (56.5%) expect to in the future.
- The class of '77 is more likely to expect to achieve recognition in the future, and much more likely to be disappointed if they do not expect to achieve it. There are no significant differences in "future recognition" among those who work full- and part-time.

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Table VIII

RECOGNITION AND FUTURE RECOGNITION IN CHOSEN CAREER OF EMPLOYED WOMEN'S COLLEGE GRADUATES BY CLASS AND WORK STATUS

Question: Have you achieved recognition in your chosen career? *

	Total	'67	'77	Full-Time	Part-Time
Yes	61.6%	61.0%	62.3%	66.7%	45.3%
No, and that disappoints me	9.7	8.3	11.0	9.9	9.2
No, but that doesn't disappoint me	20.0	20.1	19.8	18.0	26.[illegible]
No response	8.6	10.5	6.9	5.4	19.3
	99.9	99.9	100.0	100.0	100.2

Question: If you answered no above, do you expect to achieve recognition in your chosen career in the future?

	Total	'67	'77	Full-Time	Part-Time
Yes	56.5%	47.0%	64.7%	57.1%	55.1%
No, and that disappoints me	8.7	10.8	6.8	9.6	6.4
No, but that doesn't disappoint me	34.8	42.2	28.4	33.2	38.5
	100.0	100.0	99.9	99.9	100.0

* Respondents were not supplied a definition of "recognition."

MARRIAGE AND FAMILY

Marital Status

- More than three-quarters (76.7%) of all alumnae are or have been married, 89.7% of the class of '67 and 63.0% of the class of '77.

- Women in the class of '77 are getting married later than the class of '67 graduates: by age 23, half of the class of '67 alumnae (49.5%) were married, compared to only one-quarter of the class of '77 (25.1%). By age 27, 75.9% of the class of '67 and 57.9% of the class of '77 were married.

Size of Family

- Half of the alumnae (51.2%) have children — 73.3% of the class of '67 and 26.8% of the class of '77. The majority of these women (79.7%) have one or two children.

- Two-thirds (66.3%) of all alumnae who are or have been married have children — 82.9% of the class of '67 and 42.6% of the class of '77.

- Of those graduates who do not currently have children, 63.6% plan to have children in the future — 22.7% of the class of '67 and 78.7% of the class of '77.

- One-quarter of those graduates with children (27.4%) plan to have additional children — 11.0% of the class of '67 and 75.5% of the class of '77.

COMMUNITY ACTIVITY

Civic and Professional Activity

- The majority of the alumnae (87.5%) have participated in at least one organization since college in a wide variety of activities, including professional, educational, service, religious, civic and political groups, and 68.1% have participated in two or more activities.

- More than one-third of all alumnae (38.9%) have held one or more leadership positions in an organization since college.

- More than half of the alumnae (53.7%) have been "actively involved"* in their communities.

- The class of '67 is more likely than the class of '77 to have participated in at least one organization (93.6% vs. 70.1%), more likely to have been a leader (53.5% vs. 23.5%), and more likely to have been actively involved in their communities (68.5% vs. 38.2%).

* See page 10 for an explanation of the term "actively involved."

Political Activity

- Almost all graduates are registered to vote, and exercises that right: 91.5% are registered, 90.6% voted in the 1980 Presidential election, and 97.5% planned to vote in 1984. There are no significant differences between the two classes.

- More than half (56.5%) of the alumnae surveyed have given money to a political candidate or cause. The class of '67 is much more likely to have made a contribution than the younger class (68.2% vs. 44.1%).

WOMEN'S COLLEGE GRADUATES: INVOLVEMENT WITH AND ATTITUDES TOWARDS COLLEGE

INVOLVEMENT WITH COLLEGE AS STUDENTS

Women's college alumnae — in both classes — were fully engaged in campus life as undergraduates in a wide variety of campus activities, including student government, student publications, athletics, and service organizations:

- More than four-fifths (83.0%) participated in at least one student organization, and 57.4% participated in two or more activities.
- Nearly half of all alumnae surveyed (43.8%) held at least one student leadership position, and 14.3% held two or more.
- 44.0% of the alumnae were "actively involved" in their college.*

Table IX

STUDENT LEADERSHIP AND LEVEL OF ACTIVITY OF WOMEN'S COLLEGE GRADUATES BY CLASS

	Total	'67	'77
Leadership			
Two or More Leadership Positions	14.3%	13.6%	15.0%
One Leadership Position	29.5	29.0	30.0
No Leadership Positions	56.2	57.3	54.9
	100.0	99.9	99.9
Level of Activity*			
Active (3+)	44.0%	43.7%	44.3%
Slightly Active (1-2)	39.1	39.4	38.9
Not Active (0)	16.9	16.9	16.8
	100.0	100.0	100.0

* This level of activity scale was determined by assigning a score of 1 for each organization in which a graduate participated, and a score of 2 for each organization in which a graduate was a leader. A score of 3 or more describes a graduate who was "actively involved" as a student in college. The same scale was used to describe graduates who have been "actively involved" in their communities.

INVOLVEMENT WITH COLLEGE AS ALUMNAE

The alumnae surveyed continued their active involvement with their colleges after graduation:

- More than three-quarters of the alumnae (77.9%) have participated in at least one alumnae activity since graduation, and nearly half (70.4%) have participated in two or more activities.

- The class of '67 is slightly more likely to have been involved in alumnae activities: 81.4% of the class of '67 participated in one or more activities compared to 74.3% of the class of '77.

- While making financial contributions to their college is by far the most frequent alumnae activity (71.0%), 28.9% have attended local alumnae club meetings, 25.0% have participated in an alumnae weekend or other college sponsored activity, 15.7% have assisted in advising or recruiting new students, and 7.8% have assumed a leadership role in their local club or alumnae association.

ASSESSMENT OF COLLEGE EXPERIENCE

- Nearly three-quarters of the alumnae surveyed (71.0%) would attend the **same college** if they had the opportunity to go to college all over again.

- More than two-thirds (68.0%) would attend a **women's college** if they were to do it all over again.

- More than half of the alumnae (57.6%) would, if they had a daughter preparing to apply to college, encourage her to consider a women's college.

- On all three of the indicators above, the class of '77 indicated a stronger endorsement of their experience than the class of '67.

Table X

ENDORSEMENT OF COLLEGE EXPERIENCE BY WOMEN'S COLLEGE GRADUATES BY CLASS

Question	Total	'67	'77
o If you had to do it again, how likely is it that you would choose the **same college**?			
Somewhat or very likely	71.0%	66.1%	76.2%
Somewhat or very unlikely	26.5	30.9	21.9
No response	2.5	3.0	1.9
o If you had to do it again, how likely is it that you would choose to attend a **women's college?**			
Somewhat or very likely	68.0%	64.9%	71.3%
Somewhat or very unlikely	28.4	31.9	24.6
No response	3.6	3.1	4.1
o If you had a **daughter** who was preparing to apply to college, would you encourage her to **consider** a **women's college**?			
Yes	57.6%	55.2%	60.2%
No	17.7	20.4	14.9
No response	24.6	24.4	24.9

ASSESSMENT OF COLLEGE ENVIRONMENT

Women's college graduates gave a highly positive assessment of their college environments. They agreed that their colleges developed self-confidence among students, encouraged high career aspirations and placed a high value on the accomplishments of women. And they disputed some of the negatives often associated with women's colleges, such as an "overemphasis on traditionally female fields," or a "sheltered environment that does not prepare women to compete with men."

There are significant differences in the responses of the two classes. The class of '77 was much more likely to agree that their colleges incorporated the perspective and accomplishments of women into the course material, encouraged students to pursue non-traditional fields of study, and gave visibility to successful women by bringing them to campus as speakers, trustees, and honorary degree recipients.

The younger class was less likely to agree that their colleges offered a sheltered environment that ill-equipped students to compete with men upon graduation, that their colleges provided overly-protective environments, or that there was an overemphasis on a few traditionally female fields and professions.

Table XI

ASSESSMENT OF COLLEGE ATTENDED BY GRADUATES BY CLASS

	Agree			Disagree	No Response
	Total	1967	1977	Total	Total
An environment that promotes long-lasting friendships and associations among women	92.4%	91.2%	93.6%	6.2%	1.4%
An environment that fosters and develops self-confidence in students	90.1	89.2	92.6	6.4	2.7
An educational climate that encourages career aspirations among students	88.2	82.8	93.9	9.4	2.4
Visibility of successful women from many walks of life from outside the institution as speakers, trustees, honorary degree recipients, etc.	78.5	70.5	86.9	12.1	9.4
Substantial number of women faculty members and administrators who serve as "role models" for students	78.1	74.6	81.7	17.2	4.6
Limited opportunities to interact with men on an intellectual or social basis	71.1	76.1	65.8	27.6	1.3
The encouragement of students (through advising, special programs, or other means) to pursue non-traditional fields of study	56.7	45.4	68.5	29.3	14.0
The incorporation of the women's perspective and recognition of women's accomplishments into course material	56.2	37.5	80.0	31.3	12.4
An overly-protective environment	53.3	62.4	43.8	44.5	2.1
A sheltered environment that ill-equips students to compete with men in the world outside the college	40.2	45.9	34.2	57.7	2.0
An overemphasis on a few traditionally female fields and professions	33.5	43.3	23.3	59.3	7.1

* Respondents were presented with the following statements, and asked to agree or disagree with the accuracy of the statement for their college while they were there.

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WOMEN'S COLLEGE GRADUATES: PERSPECTIVES ON WOMEN'S ISSUES

Women's college graduates of both classes are overwhelmingly supportive of many of the issues for which the women's movement has fought, such as: " women should have the same opportunities as men," and "when both husband and wife work, they should share in household tasks." They also believe that discrimination still exists for women in the workplace and in public life.

There are few significant differences between the two classes, and no clear overall shift in attitudes among the two groups. The '67 graduates hold a more feminist stand than the class of '77 on exactly half the statements. The older graduates are slightly more likely than the younger alumnae to agree that discrimination still exists in the workplace and in public life. The most significant difference between the two classes is the greater tendency of the younger class to agree that a wife should share the responsibility to earn a living for the family.

There are some interesting findings when the responses of women who work and those who do not are compared. Women who do not work for pay are just as likely as those who do work to believe that women should have exactly the same job opportunities as men, and that women in the work force are discriminated against. They were significantly less likely to agree that there should be more day care institutions, and that both the husband and wife should contribute to the family's earnings.

The majority of the alumnae in both classes consider themselves to hold a feminist position on the role of women in society: 76.9% responded that they hold feminist views while only 4.0% regard themselves as having anti-feminist views. The remaining 19.0% are neutral or did not respond. Women in the older class are slightly more likely than the class of '77 to consider themselves as having feminist views, while women who are in the work force are more likely to hold such views than those women who are not working.

Table XII

PERSPECTIVES ON WOMEN'S ISSUES OF WOMEN'S COLLEGE GRADUATES BY CLASS AND WORK STATUS

	Agree					Disagree	No Response
Women in the Workplace	Total	1967	1977	Work for Pay	Do Not Work for Pay	Total	Total
A woman should have exactly the same job opportunities as a man.	94.9%	94.3%	95.6%	95.8%	91.0%	3.1%	2.0%
Women in the work force are discriminated against in areas such as hiring, firing, and promotion.	79.3	81.1	77.3	80.2	75.1	12.8	7.9
There ought to be more day care institutions for children so that both parents can participate in paid work and public activities.	78.6	75.4	81.9	82.3	65.3	12.6	8.8
Women at Home							
When a wife is employed, the husband should share in household tasks such as washing the dishes and doing the laundry.	97.7	97.3	98.2	97.9	96.1	.7	1.6
An employed mother can establish just as warm and secure a relationship with her children as a mother who is not employed.	73.2	73.7	72.6	78.7	53.5	16.9	9.9
A married woman as well as her husband has the duty of helping to earn a living for the family.	69.6	63.8	75.7	75.8	48.0	22.0	8.4
Women in Public Office							
It would be good for the country if more women became active in politics and political life.	86.5	87.8	85.2	87.6	82.5	3.8	9.7
Women are still discriminated against in attaining public office.	75.9	78.6	73.1	95.4	70.6	13.6	10.5
Feminism							
Would describe self as holding feminist views.	76.9	79.3	74.4	79.3	68.1	4.0	19.0

Postscript

Virtually all of the data presented in this report is descriptive, and did not attempt to show any causal relationship between the undergraduate experience and any subsequent experience.

The study findings do suggest one such relationship, however, which is of considerable potential interest to those exploring those aspects of a college experience that may be predictors of later success. In our study, there was a correlation between graduates who were defined as either active or leaders in extra-curricular programs, and graduates who earned salaries at the higher end of the salary range.

Table XIII

SALARIES OF FULL-TIME EMPLOYED WOMEN'S COLLEGE GRADUATES BY LEADERSHIP AND ACTIVITY IN COLLEGE

Current Salary	Leader	Not a Leader	Active	Not Active
Less than $20,000	41.0%	58.5%	40.8%	59.1%
$20,000-$29,999	45.5	54.5	44.3	55.7
$30,000-$39,999	48.6	51.4	49.4	50.6
$40,000+	54.0	46.0	51.4	48.6

* Leader indicates a graduate who held one or more student leadership positions in college.

** An active student is described on page 10.

A NOTE ON RESEARCH DESIGN

A total of 48 colleges participated in this study. Each college mailed the survey to every other alumna from a complete list of graduates of the class of 1967 and the class of 1977. Continuing education and other non-traditional age students were not surveyed. Approximately 11,860 surveys were mailed, and 4,984 valid surveys were returned, a 42.0% response rate. A total of 2,553 graduates from the class of 1967 and 2,431 graduates from the class of 1977 responded to the survey. The surveys were mailed and returned in the spring of 1984.

COLLEGES THAT PARTICIPATED IN THE STUDY

Agnes Scott College - GA
Albertus Magnus College - CT
Bay Path Junior College - MA
Bryn Mawr College - PA
Carlow College - PA
Cedar Crest College - PA
Chatham College - PA
Colby-Sawyer College - NH
College of New Rochelle - NY
College of Notre Dame of Maryland - MD
College of Our Lady of the Elms - MA
College of St. Catherine - MN
Converse College - SC
Douglass College - NJ
Georgian Court College - NY
Goucher College - MD
Hollins College - VA
Hood College - MD
Keuka College - NY
Maria Regina College - NY
Mary Baldwin College - VA
Marymount Manhattan College - NY
Mills College - CA
Mount Holyoke College - MA
Mount St. Mary's College - CA
Mount Vernon College - DC
Newcomb College - LA
Pine Manor College - MA
Randolph-Macon Woman's College - VA
Regis College - MA
Rosemont College - PA
Saint Joseph College - CT
Saint Mary College - KS
Saint Mary's College - IN
Saint Mary-of-the-Woods College - IN
Salem College - NC
Scripps College - CA
Simmons College - MA
Smith College - MA
Stephens College - MO
Sweet Briar College - VA
Tift College - GA
Trinity College - DC
Trinity College - VT
Wellesley College - MA
Wells College - NY
Wheaton College - MA
Wilson College - PA

WOMEN'S COLLEGE COALITION

Suite 1003 1725 K Street, N.W. Washington, D.C. 20006 (202) 466-5430

ABOUT THE WOMEN'S COLLEGE COALITION

THE WOMEN'S COLLEGE COALITION is an organization of 60 women's colleges nationwide. Members come from 18 states and the District of Columbia, and include public and private, independent and church-related, and two year and four-year colleges.

The Coalition's purpose is to make the case for single-sex education for women — to the higher education community, the general public, and the young women who constitute the primary market for women's colleges.

Additionally, the Women's College Coalition collects and disseminates information on women's colleges for use by the press, educational researchers, and women's colleges themselves. There are 110 women's colleges in the country.

The Coalition was founded in 1972 as a project of the Association of American Colleges. It is governed by an Executive Committee of nine member presidents, chaired by Dr. Patti McGill Peterson, President of Wells College in New York. For further information contact Marcia Sharp, Executive Director or Ann Pauley, Associate Director, at the Women's College Coalition.

PUBLICATIONS AVAILABLE FROM THE WOMEN'S COLLEGE COALITION

A Study of the Learning Environment at Women's Colleges
- **Full Study**, including complete tables and charts, Spring, 1981 193 pps., ($15.00 - currently out of print)
- **Highlights of the Study**, 1981 - 32 pps., ($2.50)

Profile II: A Second Profile of Women's Colleges
- **Full Study**, including complete tables and charts, Summer 1981 138 pps., ($7.50)
- **Analysis of the Data**, 1981 - 16 pps., ($2.50)

"Enrollment Trends in Women's Colleges" reprinted from **Trends and Patterns:** A Study of Enrollments in Higher Education 1970-1979, a National Center for Education Statistics publication, 1981 ($2.50)

A Profile of Women's College Presidents, Summary Report, 1982, - 20 pps.,($3.00)

The Case for Women's Colleges: A Review of the Literature, 1983, ($1.00)

'67/'77: A Profile of Recent Women's College Graduates, 1985, 24 pps., ($5.00, members; $6.00, non-members)